

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of skill in teaching English. One of the goals in an English as foreign language (EFL) speaking class is improving students' communicative skill so they can express themselves using the target language appropriately based on its social and cultural context. In order to achieve the goals teachers apply different teaching techniques in the classroom. Yet, it is widely known that no best single method or technique to apply in the teaching and learning process, the choice of method depends on the types of learners, learners' motivation in learning new language, learners' attitudes toward language and so on (Rachmawati, 2010. p. 12). In this study, the researcher focus on speaking fluency and applied the meaning focused activity in teaching learning process to improve English of English education study program students of IAIN Palangka Raya.

Meaning-based approach, is based on the way in which almost all children can naturally learn their first language successfully, and the proponents of this theory insist that even adults should be able to master their second/foreign language if they follow the natural principles of first language learning. The natural approach and direct approach are typical examples. The characteristics of these approaches maintain focus on meaning and natural communication itself rather than on grammatical forms. In addition, teachers are able to be tolerant of learners' linguistic errors and error correction is rarely made in the teaching process. In contrast, Krashen and Terrell and Fotos state that usually teaching grammatical

rules is fails to develop the student ability to communicate effectively. In addition, Seedhouse argues that the form-focused activity is unnatural because such alteration sequences do not happen outside the classroom (Fung Shang,html: spaces.isu.edu.tw>upload>papers.d), From a teachers' point of view, activities to develop fluency are those which focus the learner's attention on the message that is being communicated and not the language forms (Nation, 2010. p. 37). They speak fluently because they discuss the topic in the group, give and share opinion to another and prepare the material before they performed in front of the class.

According to Nation and Newton (2001. p. 51) meaning focused activity is an activity to develop English speaking fluency. The strand of meaning-focused output involves learning through speaking and writing. Learners' attention should be focused on communicating messages to others. They should be speaking and writing about things that they know a lot about but which stretches their language knowledge. A good example of an activity in the meaning-focused output strand involves telling another learner about yourself or about something that you are very interested in.

Meaning focused activity has some advantages in language teaching. Nation and Brown stated the advantages are teacher presents some new vocabulary, giving learners the opportunity to learn new things from each other, each student must choose the short article and interesting, many speaking activities in the meaning-focused speaking involve some kind of writer or picture input in the form of a worksheet, and some speaking. It is suitable to applied for students of English education study program especially for the students of third semester to help them

improve their English speaking because they said the problem are grammar and lack of vocabulary, sometimes they hesitant to speak caused of afraid to do mistakes.

State Islamic institute of Palangka Raya is an institution that provided English Education program. English education program that gives an education about English. English students should speak English fluently and accurately because they are candidate of English teacher in the future. In English education program of state institute Islamic of Palangka Raya, basically, speaking becomes a major skill that is used in communication, moreover in college area, because they are students of English program. In this study, the writer took speaking skill as an object of research. The researcher chose speaking because people speak to communicate to each other. The researcher try to increase ability in speaking especially speaking fluency.

So that why make the researcher motivated to conduct quasi-experimental study design entitled **“The Effect of Meaning focused-activity on Speaking Fluency of English education study program students of IAIN Palangka Raya”**

B. Problem of the Study

The problem of the study is: Does meaning focused-activity give effect on students' speaking fluency of English education study program students of IAIN Palangka Raya?

C. The Objective of the Study

The objective of the study is to measure effect of meaning focused-activity on students' speaking fluency English education study program students of IAIN Palangka Raya.

D. Hypothesis

Hypothesis is temporary statement of research product; it is a research product that will be carried out.

Ha: there is significant effect of using meaning-focused activity on speaking fluency of English education study program student of IAIN Palangka Raya.

Ho: there is no significant effect of using meaning-focused activity on speaking fluency of English education study program student of IAIN Palangka Raya.

E. The Significance of the Study

This study has theoretical and practical significant. Theoretically, this study is expect to be beneficial to prove the effect of meaning-focused activity as a method for teaching speaking skill.

Practically, the result of the study can enable the teachers to use meaning-focused as an alternative method in improve speaking fluency of English education study program student of IAIN Palangka Raya.

F. Variables of the Study

Variable is the object of the researcher or what the central of the research (Arikunto,2002,p.96). There are two variables in this study, as follows:

- a. Independent Variable(X): it is the using of meaning-focused activity in teaching speaking.
- b. Dependent variable (Y): it is the result of the student's speaking score.

G. Scope and Limitation

The study is quasi-experimental study. This study was focus on English education study program student of IAIN Palangka Raya and focus on the effect of meaning-focused activity in teaching speaking. In this study, the writer was tried to measure the students' speaking ability on speaking fluency after the implementation of meaning-focused method.

H. Definition of key term

1. Effect

An effect is a difference between or among population means. Effect size is a standard score that represent the strength of a treatment in an experiment (Asher, 1993. p. 47)

2. Speaking

Speaking refers to the process of building and sharing meaning through the using of verbal and non-verbal symbols, in a variety of context (Kayi, 2011. p. 22). Speaking in a second language means knowing how to maintain interaction and focus on meaning.

3. Fluency

Fluency is defined as being able to speak easily in a given language (blog.dictionary.com/fluency/ (Retrieved on 1 March 2016))

4. Meaning-focused Output

Meaning-focused output is learning through speaking and writing where the learner's attention is on conveying ideas and message to another person.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related of Study

The writer reviews related previous study before conducting the study. This previous study give a view about the issues that are discussed in this study.

The first is a research by Behnam Mirzaee et al (2014), the title is “Differential effect of Form-focused, meaning-focused and combination of form and meaning-focused Instruction on developing speaking skill of English Learners”, the result of the research is meaning-focus is effective to developing speaking skill especially on speaking fluency, but form-focused effective on speaking accuracy.

The second is a research by Yamamoto, the title is “Effects of Meaning-Focused activities in EFL University classes”, the result is meaning-focused give effect on learning English, these activities made the students realize what they needed to learn in order to receive and deliver the needed message, and this experience seems to have increased the students’ motivation in English learning (Yamatomo:2001)

B. Speaking

Speaking is one of the four language skills that must be provided by English teacher in teaching and learning English. Speaking skill is very important to be learned, because by mastering speaking we also master the language. Speaking is

not only to produce sound of words or sentences but also to express our idea, opinions, and everything that we want to say.

Fulcher (2003, p. 31) state “Speaking is the verbal use of language to communicate with others, the focus of its skill is to increase the students’ ability to communicate in the target language”.

1. Nature of Language

Speaking is common way to express their thought. Language is verbal behavior (Fulcher, 2003. P. 31). People commonly use language when they communicate to each other. All normal people in the world could speak well although they cannot read and write. Moreover, speaking is one of basic skill that should be acquired by second or foreign language learners. A second of foreign language learner is considered success in learning speaking if they are able to communicate orally with native speakers, although there is no expectation that they will speak like a native.

Bailey in Sa’adah (2009, p. 14) stated that “ *Language generated by the learners either speech or writing is considered productive, while language directed at learners either reading or listening is known as receptive*”. Speaking consist of producing systematic verbal utterances to convey meaning.

Florez (2009, p. 14) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It also often spontaneous, open-ended, and evolving but it is not completely unpredictable. In addition, speaking is not simply written language spoken aloud. It has many aspects; pronunciation, intonation, stress, etc. Lier stated

that there are two components of spoken language: linguistic analysis and the units of spoken language. Linguistic analysis included phonology, morphology, syntax, and discourse. While, the unit of spoken language included distinctive feature, phoneme, morpheme, word, phrase, clause, utterance, and texts. Although it also relies on almost the same system of grammar and vocabulary that are necessary for writing, but the features of interactive nature of speaking that make different elements of the participants. The features can be appropriacy, turn-taking, responding and initiating, etc.

Moreover, speaking is one of the basic skill that should be acquired by second or foreign language learners. A second or foreign language learner is considered success in learning speaking if they are able to communicate orally with native speaker, although there is no expectation that they will speak like a native.

2. Speaking Skill

Speaking is productive skill besides writing, while listening and reading are the receptive ones. That explored this further by explaining five internal processes of speech in human being. Firstly, people thought are an outgrowth of their feelings, desires, and needs. They are motivated and have something to say or to communicate their thought to the others. Secondly, speech involves the conversation of thought to language. Thirdly, the sounds, words, and forms used are stored in internal cognitive networks. Fourthly, the speaker's competence brought into application as they begin the conversation of thought to speech. The last fifth, the listener can finally bear the result, the performance skill in action (fatma, 2009, p. 11)

The important thing is that there should be a task to complete and that the students should want to complete it. It is spoken language that considered primary (as explaining before). Writing is thus considered a secondary system, derived from speech. That is clear then, that the important competence to be owned by second language learners is oral fluency and the ability to understand it when spoken by native speakers.

They learn to communicate by communicating, people put ideas into words talking about perception, feelings, and intentions they want other people to group (Larsen,p.4). As speaking deals with communication, and the one of communication aims is to bridge an information gap. Therefore, if the speaker and hearer are both in possession of the same information prior to beginning their communication, communication can not technically. To command the ability to speak, learners should be encouraged to use it as toll of communication in formal and informal environment or inside and outside classroom in order that they are accustomed to using it by practicing it over and over. In the fact, many learners have not used it as a means of communication. It may be caused by the fact that they are reluctant to use it for no obvious reason and there is no situation in which the atmosphere can encourage the use of language as a means of communication in outside the classroom.

3. Problem of Speaking

There are several problems involved in getting students to talk in the classroom. First, students are unable to relax and express their feeling naturally. That is we called inhibition. The factors caused this situation are: students are

worried about making mistakes, fearful of criticism, or simply shy in getting attention of their speech. An English teacher also should be aware by the domination of some students that caused each one will have only very limit or little time to talk. If this situation occurred, it automatically caused low or uneven participation.

Getting students to speak in class can be sometimes being extremely easy. In a good class atmosphere, student's who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and tasks. However, at other time it is not so easy to get students going. Maybe the class mix is not quite right. Perhaps we have not chosen the right kind of topic sometimes it is the organization of the task which is at fault. But a problem that occurs more often than any of these is the natural reluctance of some student's to speak and to take part (Harmer, 2005, p. 345)

In learning speaking, students get problems to talk. Ur (1999, p. 121) stated that there are some problem faced by students in learning speaking, they are:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners explain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue used

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be 'quite difficult' to get some classes-particularly the less disciplined or motivated ones to keep to the target language.

Brown stated that there are eight characteristics of spoken language that makes speaking skill somewhat difficult to acquire.

a. Clustering

Fluent speech is phrasal, not word by word. The students can organize their output both cognitively and physically thought such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

c. Reduced forms

Contractions, elision, reduced vowels, etc., all from special problem in teaching speaking English.

d. Performance variables

The process of thinking as you speak allows you to manifest a certain number of performance, hesitations, pauses, backtracking, and corrections.

e. Colloquial language

Make sure the students are reasonably well acquainted with the words, idiom, and phrases of colloquial language and that they get practicing in producing these forms.

f. Rate of delivery

Another characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation pattern convey important messages.

h. Interaction

Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn-taking, and topic nomination maintenance and termination. Classroom techniques that include speaking components must at some point include instruction in the two-way nature of speaking. Students

need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback, to ask for clarification, to maintain a topic) so that the process of comprehending can be complete rather than being aborted by insufficient interaction.

C. Teaching Speaking

Activities of learning should be conducted to develop the student ability in speaking. These activities can involve some styles. These are several activities that can be used in learning speaking, such as discussion in group, storytelling, role play, speech in front of audience, debate, etc.

1. The Principle of Teaching Speaking

There are five principles of teaching speaking (Nunan,p.53) such as:

- a. Consider about the differences between second and foreign language learning context. The target language of second language context is the language of communication in the society since they use the target language almost every day. Whereas in the foreign language context, the target language is not in the language of the communication in the society so that learning speaking skill in this context is very challenging.
- b. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent, to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc. Accuracy is the extent to which student's speech matches what people actually say when they use the target.

- c. Give the opportunities for the students to talk by using pair and group work. These activities used to increase the time of learners speaking practice and to limit the teacher to talk.
- d. Consider about the negotiating for meaning. It is to clarify and confirm whether the students have understood each other or not. It can be done by asking for clarification, repetition, or explaining during conversation to get the understanding.
- e. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose, it includes both establishing and maintaining social relationship (Nunan, p. 54)

2. Characteristics of Effective Teaching Speaking

In classes where all, the students and teacher are have the same expectation; reach the successful speaking activity. Through this session, the researcher tries to discuss the characteristics of successful of speaking activity. In fact, people consider the teaching speaking or speaking class as students' facilities to practice their communication skill orally; although sometimes we found a certain number of students dominate the class while other tends to be passives caused by many factors. A good teaching speaking provides rehearsal opportunities, tasks and various elements of language activation. Those are

provoke the students to gain fluently words and phrases using without a lot of intentionally thought (Harmer, 2005, p. 123)

One criteria of a good teaching speaking activity is: If the speaking class provides stimuli and sufficient time that make the students talk a lot. Thus, the teacher is not the only dominant here. Other, no domination by a minority talkative participants; chance to speak are spread balanced and contributions are impartially evenly distributed in each classroom discussion. Then, this is the thing that should be underlined by the teacher, as the third representation of successful speaking activity: students are highly motivated. They are so enthusiastic to speak and involved in, because of the interesting topic or material, or because they are attracted in technique used by the teacher or perhaps they want to contribute to accomplish an assignment objective.

Furthermore, this is the fourth criteria of a successful speaking activity stated in a course in Language teaching: language is of an acceptable level. It means students understand each other speech, because they are expressing themselves in relevant language and easily to understandable each other (Aquriza, 2009, p. 11).

3. Problem in Teaching Speaking

Fadmadewi (Cahyono & widyawati, 2006, p. 10) found out that students attending a speaking class often felt anxious due to pressure from the speaking tasks which require them to present individually and spontaneously within limited time. Tutyandri mentioned that students keep silent because they lack self confidence, lack prior knowledge about topics, and because of poor teacher-

learner relationship. In order to cope with student limited knowledge, she advised speaking teachers activate the students prior knowledge by asking questions related to the topics under discussion. She also mentioned that students self-confidence can be enhanced and their anxiety reduced by giving them tasks in small group. Both Padmadewi and Tutyandri emphasized the importance of tolerance on the part of the teacher. More particularly, Tutyandri recommended that the teacher act as a teacher-counselor who provides support and supply students needs for learning, rather than as one who imposes a predetermined program, while Padmadewi suggested that there should be a close relationship between the teacher and the students. Citraningtyas stated that a silent speaking class can be made more alive by assigning tasks which promote students critical and creative thinking skills. In short, the problems that Indonesian EFL learners face in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers.

D. Meaning focused output

The meaning-focused output strand involves learning through speaking and writing-using language productively. Typical activities in this strand include talking in conversation, giving a speech or lecture, writing a letter, writing a note to someone, keeping a diary, telling a story and telling someone how to do something.

The main goal of this strand is trying to get your message across to someone else with language knowledge that is largely familiar to you. This idea is very popular in language teaching and is called communicative language teaching.

Swain (Swain & Newton, 2009, p. 5) suggest three functions for output, these are:

1. The noticing/triggering function

The noticing/triggering function occurs when learners are attempting to produce the second language and they consciously notice gap in their knowledge. That is, they do not know how to say what they want to say. Izumi's research indicates that the effect on acquisition of noticing a gap through output was significantly greater than effect of noticing through input. This effect can be explained in two ways. First, productive learning involves having to search for and produce a word form, whereas receptive learning involves having to find a meaning for a word form. Second, generative use involves meeting or using previously met language items in ways that they have not been used or met before and produce deeper learning than the simple retrieval of previously met items.

2. The hypothesis-testing function

Swain's second function of output is the hypothesis-testing function. This involves the learners trying out something and then confirming or modifying it on the basis of perceived success and feedback. This hypothesis-testing function is particularly important in interaction when learners negotiate with each other or a teacher to clarify meaning.

3. Metalinguistic (reflective) function

The third function of output is metalinguistic (reflective) function. This involves largely spoken output being used to solve language problems in collaboration with others. Common classroom applications of this idea include the use of activities like the strip story and dicto-gloss where learners work together to construct or reconstruct a text.

E. Meaning-Focused Speaking

Language learners should also be exposed to and given opportunities to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication (Jalt, publications.org/old-tlt/files/97/jan/ (Retrieved on 26 February 2016).

The meaning-focused activities advocated by learning-centered pedagogic include what Prabhu (Kumarayadiyelu, 2006) has called (a) information gap, (b) Reasoning gap, and (c) opinion-gap activities:

- a. Information-gap activity involves a transfer of given information generally calling for the decoding or encoding of information from one from to another. As an example, Prabhu suggest pair work in which each member of the pair has a part of the information needed to complete a task, and attempts to convey it verbally to the other.
- b. Reasoning-gap activity “involves deriving some new information from given information through the processes of inference, deduction, practical reasoning or perception of relationship and pattern. An example is a group of learners jointly

deciding on the best course of action for a given purpose and within given constraints.

- c. Opinion-gap activity involves identifying and articulating a personal preference, feeling or attitude in response to a particular theme, topic or task. One example is taking part in a debate or discussion of a controversial social issue.

F. Technique and Principles of meaning-focused activity

A large variety of techniques and activities can be drawn on when designing lessons. These can be divided into four major types, each type having its own cycle of activities, favored learning goals, and principles of learning. Sometimes, of course, an activity can be a combination of two or more types (a guided activity involving pair- or group-work, for instance) and sometimes two or more types are used in sequence (such as an experience activity before an independent activity). Technique of meaning focused activity (Macalister & Nation, 2010, p. 100):

1. Experience activities try to keep as much as possible of the knowledge needed to perform the activity within the learners' previous experience.

This can be done in several ways:

- a) The teacher, curriculum designer or materials writer carefully controls the language, ideas, skills, etc. so that they will be largely already familiar to the learners. Simplified or graded reading texts are like this.
- b) The knowledge needed to do the activity is provided through previous lessons or previous activities within a lesson. Speaking activities near the end of a lesson, or the listening activities at the beginning of a lesson may

be like this. This results in a lesson format that builds up to a final activity or set of activities that are the main point of the lesson.

- c) The teacher helps the learners to share and recall previous experience to make the following activity easier. This results in a lesson format that may begin with teacher-led discussion or group work and ends with what otherwise may have been quite a demanding task. Examples include discussion of a topic followed by each learner writing about it, and semantic mapping of a topic followed by speaking about it.

Experience techniques allow the learners to perform tasks with apparent fluency because of the preparation and control that has preceded them. They are most often meaning-focused tasks with a fluency goal.

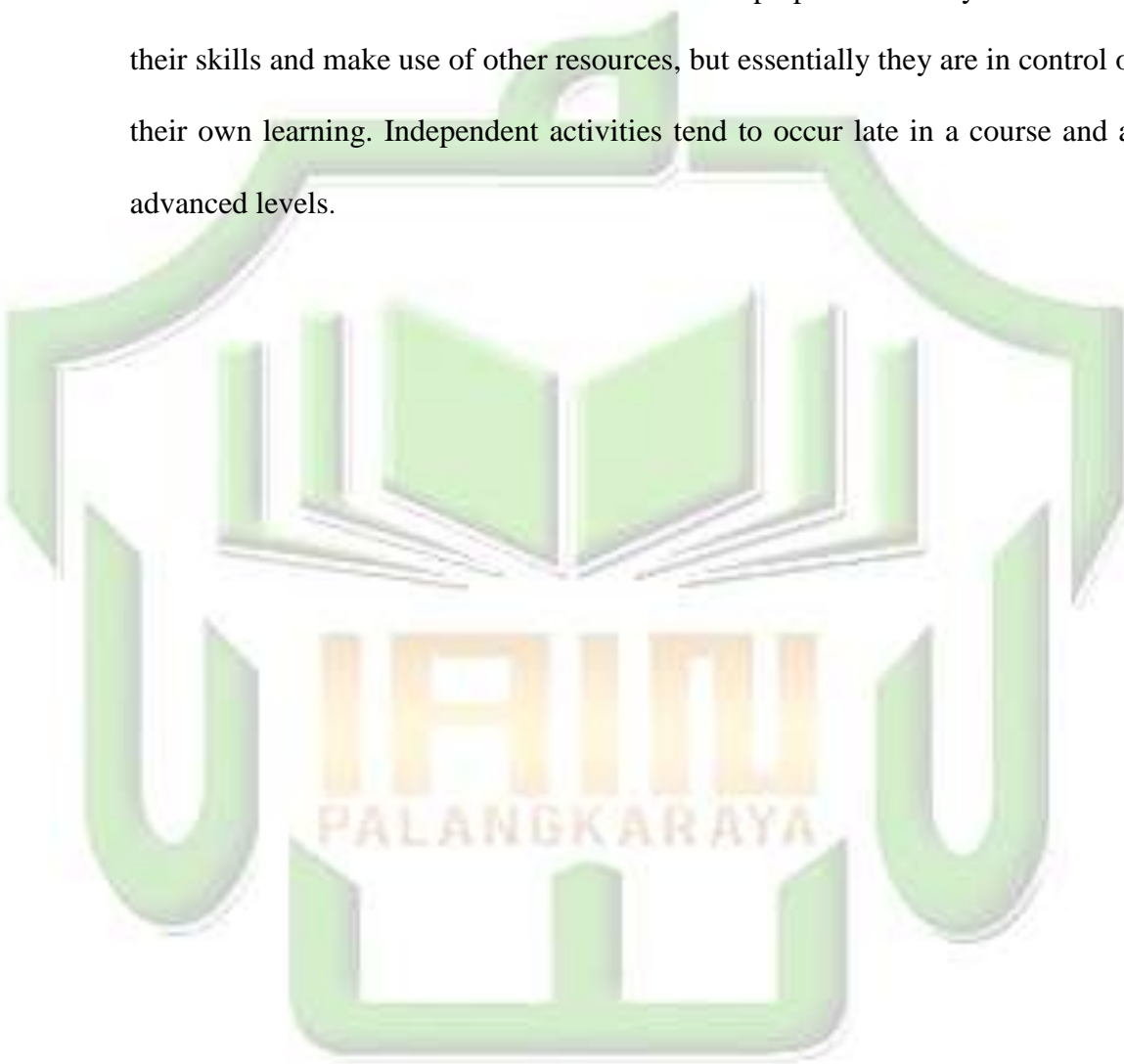
- 2. Shared activities involve the learners achieving through group work and presentation what they could not achieve by working alone. Nation describes four major kinds of group work:

- a) the learners in a group have equal access to the same information;
- b) each learner has a different piece of information essential to the completion of the task;
- c) one or more learners have all the information that the others need;
- d) the learners share the same information but each has a different task to do.

- 3. Guided activities involve the learners doing already partly completed tasks. For example, completion activities, substitution activities, matching activities, repetition activities, and ordering activities all involve the teacher or curriculum designer providing part of what is needed so that the learners' task is made

easier and less likely to result in error. Experience tasks rely on support from previous knowledge. Shared tasks rely on support from other people and guided tasks rely on support in the activity itself.

4. Independent activities is the ultimate goal of the other three. In independent activities the learners work with no assistance or preparation. They can draw on their skills and make use of other resources, but essentially they are in control of their own learning. Independent activities tend to occur late in a course and at advanced levels.



5. The advantages of meaning-focused method

There are several advantages of teaching speaking using meaning-focused method according to Nation and Brown (2009), There are as follows:

1. The teacher presents some new vocabulary, provide training to students and then use a meaning focused activities to help learners use and remember these items.
2. Students work in groups to discuss topic that has been determined, giving learners the opportunity to learn new things from each other.
3. Each student must choose a short article and interesting, and convey the points of the article in front of the class, and then the class asks question to the students.
4. Many speaking activities in the meaning-focused speaking involve some kind of writer or picture input in the form of a worksheet. The worksheet contains written data about the situation, what to do, and possible choices. The worksheet contains vocabulary and phrases that may be new to the students and which will be necessary or useful in the speaking activity.
5. Some speaking, activities encourage learners to ask each other about the meaning of unfamiliar word so construction. The types of activities are given many different names including jigsaw task, the task of two-way, information gap, etc.
6. Develop speaking fluency.

6. Procedure of Teaching through Meaning-focused method

The procedures can be classified in to three activities:

1. Pre-teaching activities

The procedures of pre-teaching activities are greeting and brainstorming.

2. Whilst-teaching activities

- a. The teacher give some topics to the students
- b. The teacher divides students into some groups and each group choose their topic, one group get one topic
- c. The teacher ask students to discuss about their topic
- d. The teacher ask each member of group to give their opinion about the topic based on their knowledge
- e. The teacher ask students to find vocabulary or sentence related to the topic and also the meaning
- f. The teacher help students if there is a problem on their discussion or ask to their friends
- g. The teacher guide students during discussion activity and ask students to prepare things to perform in front of class
- h. The teacher asks the students to show the result of discussion in front of the class

3. Post teaching

- a. The teacher gives some comment and suggestion.

b. Greeting and conclusion

7. Fluency

Fluency is the capability of the speakers to use the language quickly, spontaneously and confidently. Learners must be given opportunity to develop both their fluency and their accuracy. According to Nunan (2009, p. 10) *“Fluency is the extent to which speaker use the target language quickly and confidently with few hesitation or unnatural pauses, false starts, words searches”*.

1. Fluency in Speaking

Definitions of fluency often include references to flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of utterances, and connectedness (Louna, 2009, p. 88). Fluency in speaking is not only essential in conversation but is, for many people, the spearhead of how they learn. Fluency is based on a positive attitude to ‘having a go’ with the language one knows and not being afraid of making mistakes. It also based on the skill of constructing meaning with limited language. Some people learn best by ‘having a go’ when they have nothing to fear or be anxious about ; all their intelligence and creativity is employed to the full. I am sure that for many children this is the natural way to learn. This means that the teacher must give more importance to what the child achieves than to the mistakes he or she might make. It also means that the teacher must encourage situations in which the child can be fluent and can ‘have a go’ (Wright:6). When the students get used to the language and learn to communicate properly then the fluency

comes. We cannot expect from a beginner to speak fluently. For improving fluency, the learners should be given the chance to speak spontaneously without worrying much about accuracy (Nawshin, 2009, p. 11)

2. Fluency Scale

As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that support and enhances what they are saying. The sound of people's speech is meaningful, and that is why this is important for assessing speaking.

The sound of speech is a thorny issue for language assessment, however, this is first of all because people tend to judge native/nonnative speaker status on the basis of pronunciation. This easily lends to the idea that the standard against which learner pronunciation should be judged is the speech of a native speaker (Louna, 2001, p. 10)



CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the study

In this study, the researcher was collected the data in two months. It is enough to get the specific data related to the students' ability in speaking fluency by meaning focused-activity and to keep the efficiently of the time in the teaching learning process is not disturbed. The place of the study is IAIN Palangka Raya.

B. Research Design of the study

In this research, quasi-experimental design will be used. Quasi because it is not based on random assignment of subjects to experiment and control groups, and to taking the sample the writer using Cluster sampling. There are two groups in this model they are experiment group and control group. The groups was given pretest and posttest. Pretest is to know pre-ability before giving the treatment (where is meaning focused-activity) and posttest was given to measure the score's students after giving treatment.

Table 3.1 The Scheme of Model

Classes	Pre-test	Treatment	Post-test
A		Control	
B		Experiment	

The both groups were teach with the same material. Therefore, the using of meaning focused activity as a way to teach speaking especially for speaking as the

material will apply on experiment group only. Meanwhile, the control group is not given the treatment.

C. Approach of the Study

In the study quantitative approach be used. It is because to measure the students' speaking fluency by meaning focused activity of English education study program students of IAIN Palangka Raya.

D. Population and Sample

1. Population

Population is all the people who live in a particular area, city or country; the total number of people who live there.

(<http://www.oxforddictionaries.com/definition/learner/population> (Retrieved on 20 April 2015). The population of the study is English education study program students of IAIN Palangka Raya. There are two parallel classes. The table below describe the population of English education study program students.

Table 3.2 The population of English education study program students

No	Characteristics of Population	Number of Population
1	Class A	15 students
2	Class B	15 students
3	Class C	14 students
Total		44 students

2. Sample

In this study, to take the sample from the target population, the researcher use cluster sampling. Cluster sampling improves on stratified random sampling by further reducing costs, but with a risk of increasing sampling error. A cluster sample is a probability sample in which elements are all the members of randomly selected sampling units, each of which is a collection or cluster of elements from the population sampled (Jupp & Saphford, 2006:35).

In this study, the writer determined those classes into two group. They are Group B as control group that consist 15 students and group C as experiment group that consist 14 students.

Table 3.3 The Number of Sample

No	Classes	Groups	Number of the Students
1	Group B	Control	15
2	Group C	Experiment	14
Total			29

E. Instrument of the Study

The data is very important in the study. They are needed to support and prove the study itself. The researcher can be helped by them in order to find the aims of the study. They are to measure the effectiveness of the meaning focused-activity of speaking fluency of English study program students at state Islamic Institute of Palangka Raya.

1. Test

Test is a procedure intended to establish the quality, performance, or reliability of something, especially before it is taken into widespread use(www.slideshare.net/anieerajputt/presentation-36183242 (retrieved on 5 September 2016))

The researcher take the data of this study by using a test. The test is about meaning-focused activity in speaking fluency. In this case, pre-test used to know the students' mastery in speaking fluency without treatment. Post-test to know the students' mastery in speaking fluency with treatment. Students will given oral test. Margono (1996, p. 170) states oral test is a number of questions which are asked orally on aspects that are wanted to know its condition from the answer given orally.

F. Research Instrument validity

The validity of a test is the extent to which it measures what is supposed to measure and nothing else (J.B.Heaton, p. 153). Validity is the most important consideration in developing and evaluating measuring instruments. An instrument is consider being a good one if it meets some requirement. One of them is validity.

Every test, whether it is a short, informal classroom test or a public examination, will be a valid the constructor can make it. The test must aim to provide a true measure of a particular skill that it is intended to measure, to the extent that is measure external knowledge and other skills at the same time, it will be not a valid test.

1. Content Validity

Content validity is essentially and of necessity based on the judgment, and such judgment must be made separately for each situation (Louna,p.185). It refers to whether or not the content of manifest variable is right to measure the latent concept that is trying to measure.

2. Construct Validity

Construct validity is the extent to which a test or other instrument measurement what the researcher claims it does, the degrees to which evidence and theory support the interpretations of test score entailed by the proposed use of test (Ary,p.68). In this research, the writer measure the students speaking fluency.

3. Face Validity

If a test has face validity then it looks like a valid test to those who use it. Face validity can be compared with content validity, which describes how far the test actually measures what it aims to measure. Face validity is not an objective measure of how good a test may be. However, it is as important as content validity, because learners and teachers need to think a test is credible if it is to work.

G. Research Instrument Reliability

Reliability is the consistency of the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of the measurement. A measurement is considered reliable if students' score of the same test given twice or similar. It is important to remember that reliability is not measured, it is estimated. In this study the writer will use reliability in the terms of inter-rater reliability. Inter-rater reliability estimates the reliability of two scores which are gained from two testers for the same subject of the test (Djiwandono, 2008, p. 187).

The scoring rubric for measure speaking fluency (Folse, 2006, p. 5) as follow:

Fluency	81-100	Excellent. No hesitation at all
	61-80	Very good. Hesitation in one or two places but immediately continued
	41-60	Good. Occasional hesitation but recovered well
	21-40	Fair. Noticeable gaps that catch listener's attention usually by recovery
	12-20	Weak. Several short periods of silence. Several gaps that disrupt the flow information. Listener's attention is diverted to gaps rather than message.
	0-11	Unacceptable. Periods of silence. Gaps without good recovery

Beside the technical of scoring above, the writer also made rating classification.

The following rating scale classification:

Rating	Scale	Classification
81-100	5	Excellent
61-80	4	Very Good
41-60	3	Good
21-40	2	Poor
0-20	1	Very Poor

H. Data collection

In this research, the data collected from the tests (pre-test and post-test).

The writer follow some procedure to analyze the obtain data as follows:

- 1.The writer prepare the material
- 2.The writer give pre-test to the students and give scoring by using scoring rubric
- 3.The writer give treatment to the students
- 4.The writer give post-test and scoring by using scoring rubric
- 5.The writer collected the data of the students test
- 6.The writer tabulated the data into the distribution of frequency of the score table, then find out the mean of students' score, standard deviation and standard error of variable X1 (experiment group) and X2 (Control group).
- 7.The writer calculated the data by using t-test to test the hypothesis of the study, whether the using meaning focused activity gives effect to English education

study program students at IAIN Palangka Raya or not. To examine the hypothesis, the writer use t-test formula as follows:

$$t_o = \frac{M1 - M2}{SEm1 - SEm2}$$

Where:

To : t-observed

$M1 - M2$: The difference of two mean

$SEm1 - SEm2$: The standard error of difference between two mean

To know the hypothesis is accept or reject, the writer use the criteria:

If $t\text{-test} \geq t\text{-table}$, it means h_a is accept and H_o is reject

If $t\text{-test} \leq t\text{-table}$, it means h_a is reject and H_o is accept

8. The writer interpreted the result of t-test. Previously, the writer accounted the degree of freedom (df) with formula:

$$df = (N1 + N2) - 2$$

Where:

$N1$ = number of subject experiment group

$N2$ = number of subject control group

2 = number of variable

After that, the value of t-test is consult on the table at the level of significance 1% and 5%.

9. The writer makes the conclusion of data analysis

10. In addition, the writer used SPSS 18.0 program to compare the data

11. Discussion and conclusion the result of data analysis

I. Data Analysis

The writer was use t-test to analyze the data (Syafarotun Najah,2009:72):

$$t_o = \frac{Mx1 - Mx2}{SE_{Mx1} - SE_{Mx2}}$$

Furthermore, before analyze data using t-test, the writer calculated the distribution normality and homogeneity of the data.

Where :

To : the value of the mean difference will be judge

Mx1 : the mean of the posttest experiment class

Mx2 : the mean of the pretest experiment class

SE Mx1 : standard error of the posttest experiment class

SE Mx2 : standard error of the pretest experiment class

If test \geq t table, Ha is acceptable and Ho is rejected

If test \leq t table, Ha is rejected and Ho is acceptable



CHAPTER IV

RESULT OF THE STUDY

A. The Result of Pretest-posttest of Experimental Group and Control group

1. Distribution of Pre test Scores of the Experimental Group

The test scores of experimental group were presented in the following table.

Table 4.1 The Description of Pre test and Post test Scores of the Data Achieved by the Students in Experimental Group and Control Group

No	Experimental Group				Control Group			
	Codes	Score		Classification	Codes	Score		Classification
		Pretest	Posttest			Pretest	Posttest	
1	C1	58	72	Good	B1	59	59	Fairly good
2	C2	66	70	Good	B2	61	61	Good
3	C3	75	79	Good	B3	62	64	Good
4	C4	60	74	Good	B4	58	60	Fairly Good
5	C5	62	70	Good	B5	52	50	Fairly Good
6	C6	62	74	Good	B6	60	60	Good
7	C7	60	72	Good	B7	56	54	Fairly Good
8	C8	60	70	Good	B8	60	58	Fairly good
9	C9	58	72	Good	B9	64	62	Good
10	C10	60	72	Good	B10	60	60	Good
11	C11	53	61	Fairly good	B11	61	61	Good
12	C12	61	63	Good	B12	62	64	Good
13	C13	66	74	Good	B13	52	64	Fairly good
14	C14	58	60	Fairly good	B14	64	64	Good
					B15	64	64	Good

Based on the data above, it can be seen the student's highest score in pretest of experimental group was and the student's lowest group score was. To determine the range of score, the class interval, and interval temporary, the writer calculated using formula as follows:

$$\text{The highest score (H)} = 75$$

$$\text{The lowest score (L)} = 53$$

$$\begin{aligned}\text{The range of score} &= H - L + 1 \\ &= 75 - 53 + 1 \\ &= 22 + 1 \\ &= 23\end{aligned}$$

$$\begin{aligned}\text{The class Interval (K)} &= 1 + (3.3) \times \log 14 \\ &= 1 + (3.3) \times 1.14612804 \\ &= 1 + 3.78222253 \\ &= 4.78222253 \\ &= 5\end{aligned}$$

$$\text{Interval of Temporary} = \frac{R}{K} = \frac{23}{5} = 4.6 = 5$$

So, the range of score was 23, the class interval was 5, and interval of temporary was 5. It was presented using frequency distribution in the following table:

Table 4.2

Frequency Distribution of the Pretest score of the experimental group

Class	Interval (I)	Frequency	Mid point	The limitation	Frequency Relative	Frequency
-------	--------------	-----------	-----------	----------------	--------------------	-----------

(k)				of Each group		Cumulat ive
1	73 - 77	1	75	72.5 – 77.5	7.1429	7.1429
2	68 - 72	0	70	67.5 – 72.5	0	7.1429
3	63 - 67	2	65	62.5 – 67.5	14.2857	21.2857
4	58 - 62	10	60	57.5 – 62.5	71.4285	92.8571
5	53 - 57	1	55	52.5 – 57.5	7.1429	100
Total		$\sum F = 14$				

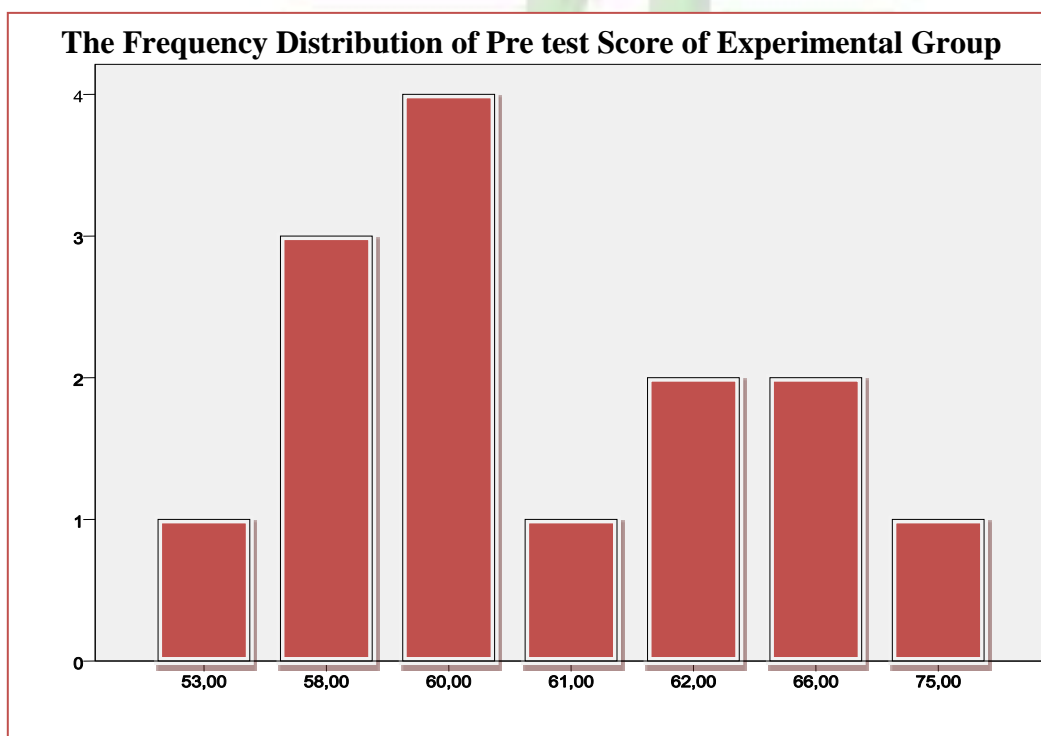


Figure 4.1 The Frequency Distribution of Pretest Score of the Experimental Group

It can be seen from the figure above, the students' pretest scores in experimental group. There was one student who got score 73-77. There were two students who got score 63-67. There were ten students who got score 58-62 and there was one student who got 53-57.

Table 4.3 Classification of the Students' Speaking Fluency in the Pretest of the Experimental Group

Rating	Scale	Classification	Frequency	Percentage
81-100	5	Very good	0	0%
61-80	4	Good	6	42.857%
41-60	3	Fairly good	8	57.143%
21-40	2	Poor	0	0%
0-20	1	Very Poor	0	0%

In the table above, there were 14 students observed in this research before given treatment in experiment group. From all of the students observed, there were six students (42.857%) who got good scores and there were eight students (57.143%) who got fairly good scores.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.4 The table for calculating Mean of Pretest Scores of the Experimental Group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	x'	Fx'	Fkb	Fka
73-77	1	75	75	2	2	14	1
68-72	0	70	0	1	0	14	1
63-67	2	65	130	0	0	12	3
58-62	10	60	600	-1	-10	2	13
53-57	1	55	55	-2	-2	1	14
	$\Sigma F=14$		$\Sigma Fx=860$		$\Sigma Fx'=-10$		

a. Mean

$$\begin{aligned}
 M_x &= \frac{\sum fx}{N} \\
 &= \frac{860}{14} \\
 &= 61.4285
 \end{aligned}$$

The calculation above showed mean value 61.4285

The last step, the writer tabulated the scores of pre test of experimental group into the table for the calculation of standard deviation and the standard error. The tabulation of the scores of pre test of experimental group as follow:

Table 4.5 The Table for Calculating Standard Deviation and Standard Error of the Pre test Score

Interval (I)	Frequency (F)	Mid Point (x)	Fx	x'	Fx'	x' ²	Fx' ²
73-77	1	75	75	2	2	4	4
68-72	0	70	0	1	0	1	0
63-67	2	65	130	0	0	0	0
58-62	10	60	600	-1	-10	1	10
53-57	1	55	55	-2	-2	4	4
	$\sum F=14$		$\sum Fx=860$		$\sum Fx'=-10$		$\sum Fx'^2=18$

b. Standard Deviation

$$SD_1 = I \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$SD_1 = 5 \sqrt{\frac{18}{14} - \left(\frac{-10}{14}\right)^2}$$

$$SD_1 = 5 \sqrt{1.28571 - (-0.71428)^2}$$

$$SD_1 = 5 \sqrt{1.28571 - 0.510195918}$$

$$SD_1 = 5 \sqrt{0.775514082}$$

$$SD_1 = 5 \times 0.880632$$

$$= 4.40316$$

c. Standard Error

$$SEM1 = \frac{SD1}{\sqrt{N1-1}}$$

$$SEm1 = \frac{4.40316}{\sqrt{14-1}}$$

$$SEm1 = \frac{4.40316}{\sqrt{13}}$$

$$SEm1 = \frac{4.40316}{3.60555}$$

$$SEm_1 = 1.22121729$$

2. Distribution of Pre test of the Control Group

The pre test scores of the control group were presented in the following table:

Table 4.6 The Description of the Pre test and Post test of the Data Achieved by the Students in Control Group and Experimental Group

No	Experimental Group				Control Group			
	Codes	Score		Classification	Codes	Score		Classification
		Pretest	Posttest			Pretest	Posttest	
1	C1	58	72	Good	B1	59	59	Fairly good
2	C2	66	70	Good	B2	61	61	Good
3	C3	75	79	Good	B3	62	64	Good
4	C4	60	74		B4	58	60	Fairly Good

				Good				
5	C5	62	70	Good	B5	52	50	Fairly Good
6	C6	62	74	Good	B6	60	60	Good
7	C7	60	72	Good	B7	56	54	Fairly Good
8	C8	60	70	Good	B8	60	58	Fairly good
9	C9	58	72	Good	B9	64	62	Good
10	C10	60	72	Good	B10	60	60	Good
11	C11	53	61	Fairly good	B11	61	61	Good
12	C12	61	63	Good	B12	62	64	Good
13	C13	66	74	Good	B13	52	64	Fairly good
14	C14	58	60	Fairly good	B14	64	64	Good
					B15	64	64	Good

Based on the data above, it can be seen that the students' highest score in pretest of control group was 64 and the students' lowest score was 52. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

$$\text{The highest score (H)} = 64$$

$$\text{The lowest score (L)} = 52$$

$$\begin{aligned} \text{The range of score (R)} &= H-L+1 \\ &= 64-52+1 \\ &= 12+1 \\ &= 13 \end{aligned}$$

$$\begin{aligned} \text{The class Interval (K)} &= 1 + (3.3) \times \log 15 \\ &= 1 + (3.3) \times 1.17609126 \end{aligned}$$

$$= 1 + 3.88110116$$

$$= 4.88110116$$

$$= 5$$

Interval of temporary $= \frac{R}{K} = \frac{13}{5} = 2.6 = 3$

So, the range of score was 13, the class interval was 5, and interval of temporary was 3. It was presented using frequency distribution in the following table:

Table 4.7 Frequency Distribution of the Pre test Score of the Control Group

Class	Interval	Frequency (F)	Mid point	The Limitation of Each Group	Frequency Relative	Frequency Cumulative
1	62-66	5	64	61.5-66.5	33.3333	33.3333
2	57-61	7	59	56.5-61.5	46.6667	80
3	52-56	3	54	51.5-56.5	20	100
Total		$\Sigma F=15$				

Frequency Distribution of Pre test Score of the Control Group

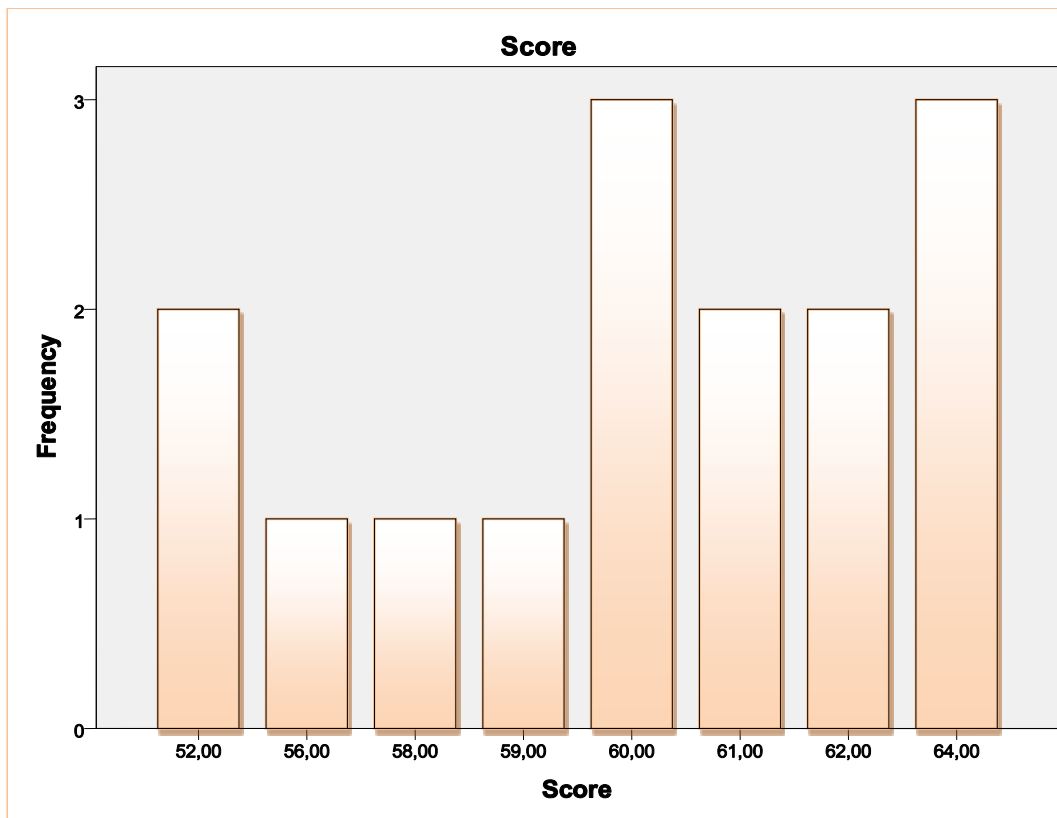


Figure 4.2 The Frequency Distribution of Pre test Score of the Control Group

It can be seen from the figure above, the students' pre test score in control group. There were five students who got score 62-66. There were seven students who got score 57-61 and there were three students who got 52-56.

Table 4.8 Classification of the Students' speaking Fluency in the Pretest of the Control Group

Rating	Scale	Classification	Frequency	Percentage
81-100	5	Very good	0	0%
61-80	4	Good	7	46.667%
41-60	3	Fairly good	8	53.333%
21-40	2	Poor	0	0%
0-20	1	Very Poor	0	0%

In the table above, there were 15 students observed in this research before given treatment in experiment group. From all of the students observed, there were seven students (46.667%) who got good scores and there were eight students (53.333%) who got fairly good scores.

Table 4.9 The table for Calculating Mean of Pretest Scores of the Control Group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	x'	Fx'	Fkb	Fka
62-66	5	64	320	1	5	15	5
57-61	7	59	413	0	0	10	12
52-56	3	54	162	-1	-3	3	15
	$\Sigma F=15$		$\Sigma Fx=895$		$\Sigma Fx'=2$		

a. Mean

$$\begin{aligned}
 M_x &= \frac{\Sigma fx}{N} \\
 &= \frac{895}{15} \\
 &= 59.6666
 \end{aligned}$$

The calculation above showed mean value 59.6666

The last step, the writer tabulated the scores of pre test of control group into the table for the calculation of standard deviation and the standard error. The tabulation of the scores of pre test of control group as follow:

Table 4.10 The Table for Calculating Standard Deviation and Standard Error of the Pre test Score of the Control group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	x'	Fx'	x' ²	Fx' ²
62-66	5	64	320	1	5	1	5
57-61	7	59	413	0	0	0	0
52-56	3	54	162	-1	-3	1	3

	$\sum F=15$		$\sum Fx=8$		$\sum Fx'=2$		$\sum Fx'^2=8$
--	-------------	--	-------------	--	--------------	--	----------------

b. Standard Deviation

$$SD_1 = I \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$SD_1 = 5 \sqrt{\frac{8}{15} - \left(\frac{2}{15}\right)^2}$$

$$SD_1 = 5 \sqrt{0.533333 - (-0.133333333)^2}$$

$$SD_1 = 5 \sqrt{0.533333 - 0.0177777777}$$

$$SD_1 = 5 \sqrt{0.515552}$$

$$SD_1 = 5 \times 0.515552$$

$$= 2.57776$$

c. Standard Error

$$SEm_1 = \frac{SD_1}{\sqrt{N_1-1}}$$

$$SEm_1 = \frac{2.57776}{\sqrt{15-1}}$$

$$SEm_1 = \frac{2.57776}{\sqrt{14}}$$

$$SEm_1 = \frac{2.57776}{3.74165}$$

$$SEm_1 = 0.68893$$

3. Distribution of Posttest Score of the Experimental group

The post test scores of experimental group were presented in the following table.

Table 4.11 The Description of Post test and Pre test Scores of the Data Achieved By the Students in Experimental Group and Control Group

No	Experimental Group			Control Group		
	Code	Score	Classificatio	Code	Score	Classificatio

	s	Pretest	Posttest	n	s	Pretest	Posttest	n
1	C1	58	72	Good	B1	59	59	Fairly good
2	C2	66	70	Good	B2	61	61	Good
3	C3	75	79	Good	B3	62	64	Good
4	C4	60	74	Good	B4	58	60	Fairly Good
5	C5	62	70	Good	B5	52	50	Fairly Good
6	C6	62	74	Good	B6	60	60	Good
7	C7	60	72	Good	B7	56	54	Fairly Good
8	C8	60	70	Good	B8	60	58	Fairly good
9	C9	58	72	Good	B9	64	62	Good
10	C10	60	72	Good	B10	60	60	Good
11	C11	53	61	Fairly good	B11	61	61	Good
12	C12	61	63	Good	B12	62	64	Good
13	C13	66	74	Good	B13	52	64	Fairly good
14	C14	58	60	Fairly good	B14	64	64	Good
					B15	64	64	Good

Based on the data above, it can be seen that the students' highest score in posttest of experimental group was 79 and the students' lowest score was 60. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

The highest score (H) = 79

The lowest score (L) = 60

The range of score (R) = $H - L + 1$

$$= 79-60+1$$

$$= 19+1$$

$$= 20$$

The class Interval (K)

$$= 1 + (3.3) \times \log 14$$

$$= 1 + (3.3) \times 1.14612804$$

$$= 1 + 3.78222253$$

$$= 4.78222253$$

$$= 5$$

Interval of temporary

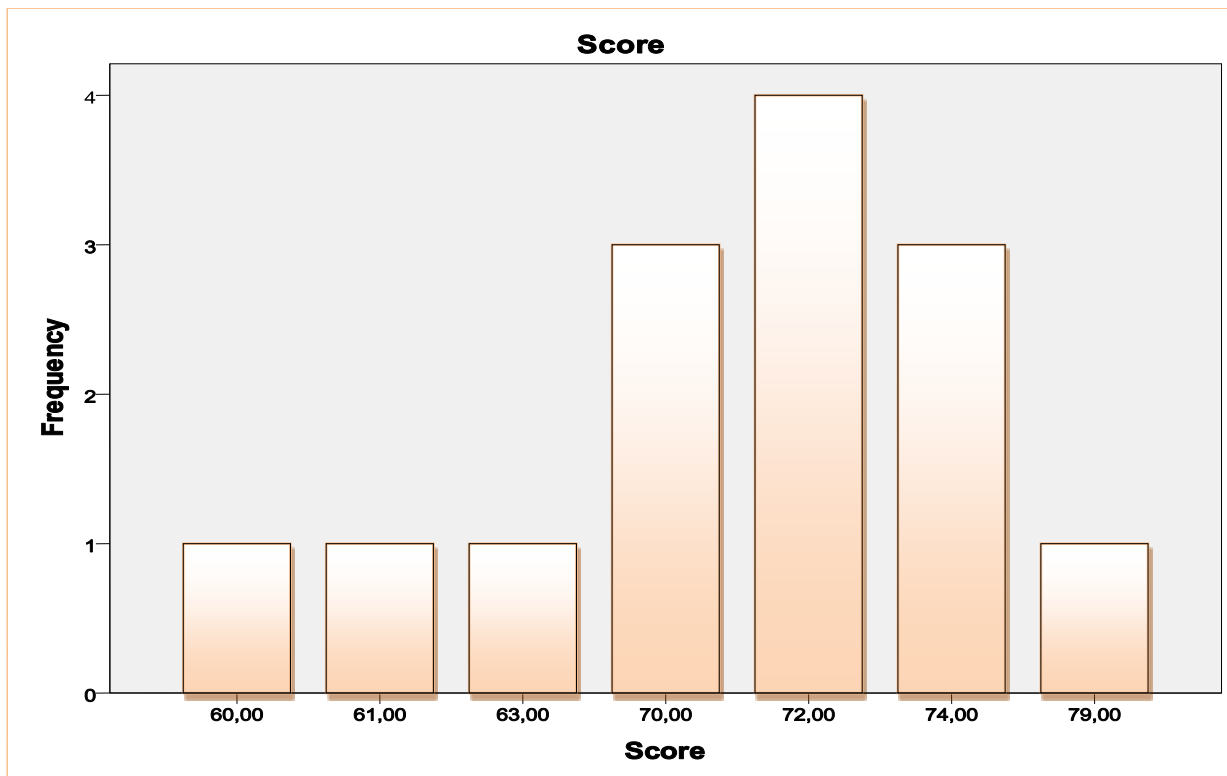
$$= \frac{R}{K} = \frac{20}{5} = 4$$

So, the range of score was 20, the class interval was 5, and interval of temporary was 4. It was presented using frequency distribution in the following table:

Table 4.12 The frequency Distribution of the Post test Score of the Experimental Group

Class	Interval	Frequency (F)	Mid point	The Limitation of Each Group	Frequency Relative	Frequency Cumulative
1	75-79	1	77	74.5-79.5	7.1429	7.1429
2	70-74	10	72	69.5-74.5	71.4285	78.5714
3	65-69	0	67	64.5-69.5	0	78.5713
4	60-64	3	62	59.5-64.5	21.4286	100
Total		$\sum F=14$				

Figure 4.3 The Frequency Distribution of Post test Score of the Experimental Group



It can be seen from the figure above, the students' post test score in experimental group. There was one student who got score 75-79. There were ten students who got score 70-74 and there were three students who got 60-64.

Table 4.13 Classification of the Students' Speaking Fluency in the Post test of the Experimental Group

Rating	Scale	Classification	Frequency	Percentage
81-100	5	Very good	0	0%
61-80	4	Good	13	92.8571%
41-60	3	Fairly good	1	7.1429%
21-40	2	Poor	0	0%
0-20	1	Very Poor	0	0%

In the table above, there were 14 students observed in this research after given treatment in experiment group. From all of the students observed, there were thirteen

students (92.8571%) who got good scores and there was one student (7.1429%) who got fairly good score.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.14 The Table for Calculating Mean of Post test Scores of the Experimental Group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	x'	Fx'	Fkb	Fka
75-79	1	77	77	2	2	1	14
70-74	10	72	720	1	10	11	13
65-69	0	67	0	0	0	11	3
60-64	3	62	186	-1	-3	14	3
	$\Sigma F=14$		$\Sigma Fx=983$		$\Sigma Fx'=9$		

a. Mean

$$\begin{aligned}
 M_x &= \frac{\Sigma fx}{N} \\
 &= \frac{983}{14} \\
 &= 70.2142
 \end{aligned}$$

The calculation above showed mean value 70.2142

The last step, the writer tabulated the scores of post test of experimental group into the table for the calculation of standard deviation and the standard error as follows:

Table 4.15 the table for calculating Standard Deviation and Standard Error of the Post test Score

Interval (I)	Frequency (F)	Mid Point (x)	Fx	x'	Fx'	x' ²	Fx' ²
75-79	1	77	77	2	2	4	4
70-74	10	72	720	1	10	1	10
65-69	0	67	0	0	0	0	0

60-64	3	62	186	-1	-3	1	3
	$\sum F=14$		$\sum Fx=983$		$\sum Fx'=9$		$\sum Fx'^2=17$

b. Standard Deviation

$$SD_1 = I \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$SD_1 = 5 \sqrt{\frac{17}{14} - \left(\frac{9}{14}\right)^2}$$

$$SD_1 = 5 \sqrt{1.21428 - (0.64285)^2}$$

$$SD_1 = 5 \sqrt{1.21428 - 0.41325612}$$

$$SD_1 = 5 \sqrt{0.80102388}$$

$$SD_1 = 5 \times 0.80102388$$

$$= 4.00511$$

c. Standard Error

$$SEm_1 = \frac{SD_1}{\sqrt{N_1-1}}$$

$$SEm_1 = \frac{4.00511}{\sqrt{14-1}}$$

$$SEm_1 = \frac{4.00511}{\sqrt{13}}$$

$$SEm_1 = \frac{4.00511}{3.60555}$$

$$SEm_1 = 1.11081$$

The result of calculation showed that the standard deviation of post test score of experimental group was 4.00511 and the standard error of post test score of experimental group was 1.111.

The writer also calculated the data calculation of post test score of experimental group using SPSS 18.0 program. The result of statistic table is as follows:

Table 4.16 The Frequency Distribution of the Post test Scores of the Experimental Group Using SPSS 18.0 Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60,00	1	7,1	7,1	7,1
	61,00	1	7,1	7,1	14,3
	63,00	1	7,1	7,1	21,4
	70,00	3	21,4	21,4	42,9
	72,00	4	28,6	28,6	71,4
	74,00	3	21,4	21,4	92,9
	79,00	1	7,1	7,1	100,0
	Total	14	100,0	100,0	

The next step, the writer calculated the score of mean, modus, mode, standard deviation, and standard error of mean of post test in experimental group as follows:

Table 4.17 The Table of Calculation of Mean, Standard Deviation, and Standard and Standard Error of Mean of Post test Score in Experimental Group Using SPSS 18.0 program

	Name	Score
N	Valid	14
	Missing	0
Mean		70,2143
Std. Error of Mean		1,43419
Median		72,0000
Mode		72,00
Std. Deviation		5,36626
Variance		28,797
Range		19,00
Minimum		60,00
Maximum		79,00

The table showed the result of mean calculation was 70.2143. the result of standard deviation was 5.36626 and the result of standard error of mean calculation was 1.43419.

4. Distribution of Post test of the Control Group

The post test scores of the control group were presented in the following table.

Table 4.18 The Distribution of Posttest and Pre test Scores of the Data Achieved by the Students in Control group and Experiment group

No	Experimental Group				Control Group			
	Codes	Score		Classification	Codes	Score		Classification
		Pretest	Posttest			Pretest	Posttest	
1	C1	58	72	Good	B1	59	59	Fairly good
2	C2	66	70	Good	B2	61	61	Good
3	C3	75	79	Good	B3	62	64	Good
4	C4	60	74	Good	B4	58	60	Fairly Good
5	C5	62	70	Good	B5	52	50	Fairly Good
6	C6	62	74	Good	B6	60	60	Good
7	C7	60	72	Good	B7	56	54	Fairly Good
8	C8	60	70	Good	B8	60	58	Fairly good
9	C9	58	72	Good	B9	64	62	Good
10	C10	60	72	Good	B10	60	60	Good
11	C11	53	61	Fairly good	B11	61	61	Good
12	C12	61	63	Good	B12	62	64	Good
13	C13	66	74	Good	B13	52	64	Fairly good
14	C14	58	60	Fairly good	B14	64	64	Good
					B15	64	64	Good

Based on the data above, it can be seen that the students' highest score in posttest of control group was 64 and the students' lowest score was 50. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

$$\begin{aligned}
 \text{The highest score (H)} &= 64 \\
 \text{The lowest score (L)} &= 50 \\
 \text{The range of score (R)} &= H-L+1 \\
 &= 64-50+1 \\
 &= 14+1 \\
 &= 15 \\
 \text{The class Interval (K)} &= 1 + (3.3) \times \log 15 \\
 &= 1 + (3.3) \times 1.17609126 \\
 &= 1 + 3.88110116 \\
 &= 4.88110116 \\
 &= 5 \\
 \text{Interval of temporary} &= \frac{R}{K} = \frac{15}{5} = 3
 \end{aligned}$$

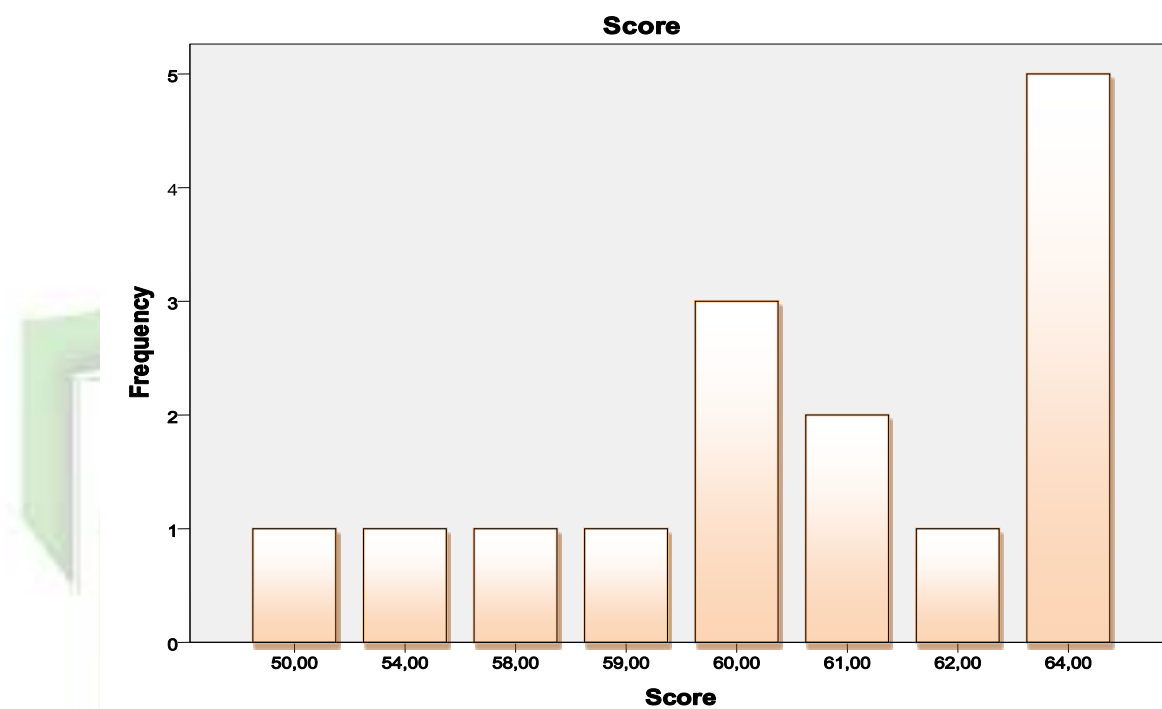
So, the range of score was 15, the class interval was 5, and interval of temporary was 3. It was presented using frequency distribution in the following table:

Table 4.19 Frequency Distribution of the Post test Score of the Control Group

Class	Interval	Frequency (F)	Mid point	The Limitation of Each Group	Frequency Relative	Frequency Cumulative
1	60-64	11	62	59.5-64.5	73.3333	100
2	55-59	2	57	54.5-59.5	13.3333	26.6667
3	50-54	2	52	49.5-54.5	13.3333	13.3334

Total	$\sum F=15$			100	
-------	-------------	--	--	-----	--

Figure 4.2 The Frequency Distribution of Post test Score of the Control Group



It can be seen from the figure above, the students' post test score in control group. There were eleven students who got score 60-64. There were two students who got score 55-59 and there were two students who got 50-54.

Table 4.20 Classification of the Students' Speaking Fluency in the Pretest of the Control Group

Rating	Scale	Classification	Frequency	Percentage
81-100	5	Very good	0	0%
61-80	4	Good	8	53.333%
41-60	3	Fairly good	7	46.667%
21-40	2	Poor	0	0%
0-20	1	Very Poor	0	0%

In the table above, there were 15 students observed in this research after given treatment in control group. From all of the students observed, there were eight students (53.333%) who got good scores and there were seven students (46.667%) who got fairly good scores.

Table 4.21 The Table for Calculating Mean of Post test Scores of the Control Group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	x'	Fx'	Fkb	Fka
60-64	11	62	682	1	11	11	15
55-59	2	57	114	0	0	13	4
50-54	2	52	104	-1	-2	15	2
	$\Sigma F=15$		$\Sigma Fx=900$		$\Sigma Fx'=9$		

a. Mean

$$\begin{aligned}
 M_x &= \frac{\Sigma fx}{N} \\
 &= \frac{900}{15} \\
 &= 60
 \end{aligned}$$

The calculation above showed mean value was 60 of the post test of the control group.

The last step, the writer tabulated the scores of post test of control group into the table for the calculation of standard deviation and the standard error. The tabulation of the scores of post test of control group as follow:

Table 4.22 The Table for Calculating Standard Deviation and Standard Error of the Post test Score of the Control Group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	x'	Fx'	x' ²	Fx' ²
60-64	11	62	682	1	11	1	11
55-59	2	57	114	0	0	0	0
50-54	2	52	104	-1	-2	1	2

	$\Sigma F=15$		$\Sigma Fx=900$		$\Sigma Fx'=9$		$\Sigma Fx'^2=13$
--	---------------	--	-----------------	--	----------------	--	-------------------

b. Standard Deviation

$$SD_1 = \sqrt{\frac{\Sigma fx^2}{N} - \left(\frac{\Sigma fx}{N}\right)^2}$$

$$SD_1 = \sqrt{\frac{13}{15} - \left(\frac{9}{15}\right)^2}$$

$$SD_1 = \sqrt{0.86666 - (-0.6)^2}$$

$$SD_1 = \sqrt{0.86666 - 0.36}$$

$$SD_1 = \sqrt{0.50666}$$

$$SD_1 = 5 \times 0.71180$$

$$= 3.559$$

c. Standard Error

$$SEm_1 = \frac{SD_1}{\sqrt{N_1-1}}$$

$$SEm_1 = \frac{3.559}{\sqrt{15-1}}$$

$$SEm_1 = \frac{3.559}{\sqrt{14}}$$

$$SEm_1 = \frac{3.559}{3.74165}$$

$$SEm_1 = 0.95118$$

The result of calculation showed that the standard deviation of post test score of control group was 3.559 and the standard error of post test score of control group was 0.95118.

The writer also calculated the data calculation of post test score of control group using SPSS 18.0 program. The result of statistic table is as follows:

Table 4.23 The Frequency Distribution of the Post test Scores of the Control Group Using SPSS 18.0 Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B1	1	6,7	6,7	6,7
	B10	1	6,7	6,7	13,3
	B11	1	6,7	6,7	20,0
	B12	1	6,7	6,7	26,7
	B13	1	6,7	6,7	33,3
	B14	1	6,7	6,7	40,0
	B15	1	6,7	6,7	46,7
	B2	1	6,7	6,7	53,3
	B3	1	6,7	6,7	60,0
	B4	1	6,7	6,7	66,7
	B5	1	6,7	6,7	73,3
	B6	1	6,7	6,7	80,0
	B7	1	6,7	6,7	86,7
	B8	1	6,7	6,7	93,3
	B9	1	6,7	6,7	100,0
	Total	15	100,0	100,0	

The next step, the writer calculated the score of mean, median, standard deviation, and standard error of mean of post test in control group as follows:

Table 4.24 The table of Calculation of Mean, Standard Deviation, and Standard Error of Mean of Post test Score in Control Group Using SPSS 18.0 Program

	Name	Score
N	Valid	15
	Missing	0
Mean		60,3333
Std. Error of Mean		1,03586
Median		61,0000
Mode		64,00
Std. Deviation		4,01189
Variance		16,095
Range		14,00
Minimum		50,00
Maximum		64,00

B. Result of Data Analysis

1. Testing Normality and homogeneity

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PretesExp	,236	14	,034	,868	14	,040

a. Lilliefors Significance Correction

b. Pretest experiment

Based the calculation used SPSS program, the normality of pre test experiment class was 0,40. Then the normality of experiment class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ($\alpha=0.05$). Because asymptotic

significance of experiment was $0.40 \geq 0.05$. It could be concluded that the data was normal distribution.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PretestCon	,201	15	,104	,879	15	,045

- a. Lilliefors Significance Correction
b. Pre test of Control Group

Based the calculation used SPSS program, the normality of pre test control class was 0,45. Then the normality of control class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ($\alpha=0.05$). Because asymptotic significance of control was $0.45 \geq 0.05$. It could be concluded that the data was normal distribution.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PosttestExp	,270	14	,007	,876	14	,051

- a. Lilliefors Significance Correction

Based the calculation used SPSS program, the normality of post test experiment class was 0,51. Then the normality of experiment class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ($\alpha=0.05$). Because asymptotic significance of experiment was $0.51 \geq 0.05$. It could be concluded that the data was normal distribution.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PosttestCon	,200	15	,108	,835	15	,011

a. Lilliefors Significance Correction

Based the calculation used SPSS program, the normality of post test control class was 0,11. Then the normality of post test of control class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ($\alpha=0.05$). Because asymptotic significance of post test of control was $0.11 \geq 0.05$. It could be concluded that the data was normal distribution.

2. Testing Hypothesis Using Manual Calculation

The writer choose the significance level on 5%, it means the significance level of refusal of null Hypothesis on 5%. The writer decided the significance level at 5% due to the Hypothesis type stated on non-directional (two-tailed test). It means that the hypothesis cannot direct the prediction of alternative Hypothesis.

To test the Hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the standard deviation and the error of X_1 and X_2 . It was found the standard deviation and the standard error of post test of X_1 and X_2 at the previous data presentation. It could be seen on this following table:

Table 4.25 The standard Deviation and Standard Error of X_1 and X_2

Variable	The Standard Deviation	The Standard Error
X_1	4.00511	1.11081
X_2	3.599	0.95118

Where:

X_1 = Experimental Group

X_2 = Control Group

The table showed the result of the standard deviation calculation of X_1 was 4.00511 and the result of the standard error mean calculation was 1.11081. The result of the standard deviation calculation of X_2 was 3.599 and the result of the standard error mean calculation was 0.95118.

The next step, the writer calculated the standard error of the differences mean between X_1 and X_2 , as follows:

Standard Error of Mean of Score difference between Variable I and Variable II

$$SEm1^1 - SEm1^2 = \sqrt{SEm1^2 + SEm2^2}$$

$$SEm1^1 - SEm1^2 = \sqrt{0.95118^2 + 1.11081^2}$$

$$SEm1^1 - SEm1^2 = \sqrt{0.904743392 + 1.23389886}$$

$$SEm1^1 - SEm1^2 = \sqrt{2.13864225}$$

$$SEm1^1 - SEm2^2 = 1.46240974$$

The calculation above showed the standard error of the differences mean between X_1 and X_2 was 1.46240. Then, it was inserted to the t_o formula to get the value of t observe as follows:

$$t_o = \frac{M1 - M2}{SEm1 - SEm2}$$

$$t_o = \frac{70.2142 - 60}{1.46240}$$

$$t_o = \frac{10.2142}{1.46240}$$

$$t_o = 6.98454$$

With the criteria:

If t-test (t-observed) \geq t-table, Ha is accepted and Ho is rejected

If t-test (t-observed) \leq t-table, Ha is rejected and Ho is accepted

Then, the writer interpreted the result of t-test. Previously, the writer accounted the degree of freedom (df) with the formula:

$$\begin{aligned} df &= (N_1 + N_2) - 2 \\ &= (14 + 15) - 2 \\ &= 29 - 2 \\ &= 27 \end{aligned}$$

t_{table} at df 27 at 5% significant level = 2.052

The writer chose the significant level on 5%, it means the significant level of refusal of null hypothesis on 5%. The writer decided the significance level at 5% due to the hypothesis typed stated on non-directional (two-tailed test). It meant that the hypothesis can't direct the prediction of alternative hypothesis.

The calculation above showed the result of t-test calculation as in the table follows:

Table 4.26 The Result of t-test

Variable	T observed	T Table		Df
		5%	1%	
$X_1 - X_2$	6.984	2.052	2.771	27

The interpretation of the result of t-test using SPSS 18.0 program, it was found the observe was greater than the table at 1% and 5% significance level or $2.052 < 6.984 > 2.771$. it could be interpreted based on the result of calculation that H_a stating that meaning focused activity gives effect toward students of English education study program on speaking fluency was accepted and H_o stating that meaning focused activity doesn't gives effect toward students of English education study program on speaking fluency was rejected. It meant that teaching speaking using meaning focused activity gives effect toward the students of English education study program on speaking fluency at IAIN Palangka Raya.

3. Testing Hypothesis using Calculation

The writer also applied SPSS 18.0 program to calculate t test in hypothesis of the study. The result of t test using SPSS 18.0 was used to support the manual calculation of the t test. The result of the t test using SPSS 18.0 program could be seen as follows:

Table 4.27 The Standard Deviation and the Standard error of X_1 and X_2 Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	1,00	14	70,2143	5,36626	1,43419
	2,00	15	60,3333	4,01189	1,03586

Table 4.28 The Calculation t-test Using SPSS 18.0 Independent Sample Test

	Levene's Test for Equality of Variances	t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. error Difference	95% Confidence Interval of the Difference	
Score Equal variances assumed	.817	.374	5.642	27	.000	9.88905	1.67134	6.28749	13.4744
Equal variances not assumed			5.585	24.029	.000	9.88095	1.76916	6.22982	13.5320

The table showed the result of t test calculation using SPSS 18.0 program since the result of post test between experimental and control had difference score of variance, it found that the result of t-observed was 5.642, the result of mean difference between experimental and control group was 9.88.

To examine the truth or the false of null hypothesis stating that using meaning focused activity gives effect toward the third semester of English education study program on speaking fluency at IAIN Palangka Raya, the result of post test was interpreted on the result of degree of freedom to get the table, the result of degree of freedom (df) was 27, it found from the total number of the students in both group minus two. The following table was the result of t-observed and table from 27 df at 5% and 1% significance level.

Table 4.29 The result of t-observed and t-table

Variable	T observed	T Table		Df
		5%	1%	
$X_1 - X_2$	6.984	2.052	2.771	27

The interpretation of the result of t-test using SPSS 18.0 program, it was found the observe was greater than the table at 1% and 5% significance level or $2.052 < 6.984 > 2.771$. it could be interpreted based on the result of calculation that H_a stating that meaning focused activity gives effect toward students of English education study program on speaking fluency was accepted and H_o stating that meaning focused activity doesn't gives effect toward students of English education study program on speaking fluency was rejected. It meant that teaching speaking using meaning focused activity gives effect toward the students of English education study program on speaking fluency at IAIN Palangka Raya.

C. Discussion

The result of data analysis showed that the meaning focused activity gave significance effect toward the third semester of English study program on speaking fluency at IAIN Palangka Raya. The students who were taught using the meaning focused activity got higher score than students who were taught without using meaning focused activity. It was proved by the mean score of the students who were taught using meaning focused activity was 70.2 and the students who were taught without using meaning focused activity was 60. Based on the result of hypothesis test calculation, it was found that the value of t-observed was greater than the value of t-table at 5% and 1% significance level or $2.052 < 6.984 > 2.771$. It meant H_a was accepted and H_o was rejected. Furthermore, the result of t-test calculation using SPSS 18.0 found that the meaning focused activity gave significance effect on the students' speaking fluency. It proved by the value df t-observed was greater than the table both at 5% and 1% significance level or $2.052 < 6.984 > 2.771$.

6.984 is the value of t-observed, 2.052 is the value of t-table with 5% significance level and 2.771 is the value of t-table with 1% significance level. The result of degree of freedom was 27, it found from the total number of the students in both groups minus two. The criteria of the hypothesis, if $t\text{-observed} \geq t\text{-table}$ means H_a is accepted and if $t\text{-observed} \leq t\text{-table}$, H_a is rejected. So, the result is H_a is accepted because the value of t-observed was greater than t-table. It means meaning focused activity gives effect on speaking fluency of English education study program students at IAIN Palangka Raya.

The finding of the study interpreted that the alternative hypothesis stating that the meaning focused activity gave effect toward the third semester students'

speaking fluency of English education study program at IAIN Palangka Raya was accepted and the null hypothesis stating that the meaning focused activity does not gave effect toward the third semester students' speaking fluency of English education study program at IAIN Palangka Raya.

There are several reason why meaning focused activity gives effect on speaking fluency to English education study program at IAIN Palangka Raya.

The first is students meaning focused is group work because in information gap activity involves a transfer of given information generally calling for the decoding or encoding of information from one from to another (Prabhu:2006) students can work together to solve their problem. For example , teacher gives a topic to discuss, they can get some opinion by their friend and also some new vocabulary. So, when they are perform they can speak fluently.

The second, the students brave to speak and give their opinion without afraid to do mistakes such as grammar, because in meaning focused activity the learner's main goal is to transfer their message to another individual (I.S. P Nation,2010, p.100). It is suitable with the problem of the third semester of English education study program students at IAIN Palangkaraya, they said that their problem in speaking are about grammar and lack of vocabulary.

The third, students before perform in front of the class, they have much time to prepare themselves. Prepare the material about what will they talking when they are perform in the discussion time. Because in discussion time students can helped by teacher, other students, internet, dictionary, book and another sources.

The last is meaning focused activity is to improve learners fluency (Nation & Newton: 2009). It proved by the result of the study that hypothesis stating the meaning focused activity gives effect on speaking fluency of English education study program students at IAIN Palangka Raya.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After obtaining the data analysis from the scores obtained of English test. It could answer the problem of this study which to measure the effectiveness of using meaning focused activity toward students' speaking fluency at the third semester students of IAIN Palangka Raya. Based on the result of data analysis, the student' obtained scores of English from the experimental group (taught using meaning focused activity) and the students' obtained scores from the control group (taught without meaning focused activity) were significantly different.

Furthermore, the result of testing hypothesis could answer the problem the study to test the hypothesis of the study. The writer used t-test calculation with manual calculation and SPSS 18.0 program. The result of t-test using manual calculation showed that the calculated value (t_{observed}) was greater than t_{table} at 5% and 1% significance level or $2.110 < 6.984 > 2.898$. The result of t-test using SPSS 18.0 program calculation found the calculated value (t_{observed}) was also greater than t_{table} at 5% and 1% significance level or $2.110 < 6.984 > 2.898$. 6.984 is the value of t-observed, 2.052 is the value of t-table with 5% significance level and 2.771 is the value of t-table with 1% significance level. The result of degree of freedom was 27, it found from the total number of the students in both groups minus two. The criteria of the hypothesis, if $t_{\text{observed}} \geq t_{\text{table}}$ means H_a is accepted and if $t_{\text{observed}} \leq t_{\text{table}}$, H_a is rejected. So, the result is H_a is accepted because the value of t-observed was greater than t-table. It means meaning focused activity gives effect on speaking fluency of English education study program students at IAIN Palangka Raya.

This indicated that the alternative hypothesis stating that the meaning focused activity increases the students' speaking fluency for the third semester of English education study program at IAIN Palangka Raya was accepted and the null hypothesis stating that the meaning focused activity does not increases the students' speaking fluency for the third semester of English education study program at IAIN Palangka Raya was rejected.

B. Suggestion

Based on the findings of this study, the strengths and the weaknesses of this technique, then the suggestions are made. The writer would like to propose the suggestion for students, the teachers and the researchers.

1. For the Students

Meaning focused activity is an English learning activity which is the intended to create an English atmosphere in class. In meaning focused activity the student can speak anything without afraid to do mistakes because in this technique the main point is the students brave to convey their message to other people.

Therefore, the writer recommended to the students to practice their English as much as possible so that can improve their language skill. So that can improve speaking fluency.

2. For the Teachers or Lecturer

Teacher or lecturer could use meaning focused activity as an alternative strategy to teach speaking skill. Teacher or lecturer should be able to provide students with skills which is very needed in globalization era, that is speaking skill. So, the writer recommended the teachers to use meaning focused activity to make the teaching learning process more alive, so that can helps students improve their speaking ability especially their speaking fluency.

3. For the researchers

In this thesis, the writer realized that design of the study was very simple. There are still many weaknesses that could be seen. Therefore, for the further

researcher, it is expected that the other researchers can improve this study with better design and different object in order to support the result finding. In other word, the other researcher can use this research as the reference for conducting their research.



REFERENCE

- Arikunto, S. (2006). *Prosedur penelitian : Suatu pendekatan Praktik (Edisi Revisi VI)*. Jakarta: Rineka Cipta.
- Ary, D. (2010). *Introduction to Research in education*. Canada: Wadsworth Cengage Learning.
- blog.dictionary.com/fluency/ (Retrieved on 1 March 2016)
- Brown, H. (2000). *Principle of Language Learning and Teaching*, fourth edition. New York: Longman.
- Edge, J. (1993). *Essential of English Language Teaching English*: Longman
- Ellis, R. Principles of Instructed Language Learning, *Asian EFL Journal*
- Fatmawaty, Riryn., “the effect of Using Song on Students’ speaking ability at MAN Lamongan”, A thesis of *English department of tarbiyah faculty state institute for Islamic studies Sunan Ampel*, 2009.
- Folse, K. (2006). *The Art of Teaching Speaking*. United State of America : The University of Michigan Press
- Harmer, J. (2005). *The Practice of English Language teaching 4th Edition*. New York: Longman
- Harmer, J. (1998). *How to Teach English*, England: Longman.
- Hayriye Kayi, Teaching Speaking: Activities to promote Speaking in a second language. The Internet TESL Journal, Vol. XII, No. 11, November 2011.
<http://iteslj.org/articles/Kayi-TeachingSpeaking.html>. p. 1 (Retrieved on 1 March 2016)
- Jalt-publications.org/old-tlt/files/97/jan/ (Retrieved on 26 February 2016)
- Kumaravadivelu, B. (2006). *Understanding Language Teaching from method to post method*. San Jose State, London

- Larsen-Freeman, D. *Techniques and Principles in Language Teaching*, New York: Oxford University Press.
- Louma, S. (2009). *Assessing Speaking*. Cambridge: Cambridge University Press
- Najah, T. 2009, *statistik*, Palangka Raya
- Nation, I.S.P and Jonathan N. (2009). *Teaching ESL/EFL Listening and Speaking*. New York and London, Routledge
- Nation, I.S.P and John M. (2010). *Language Curriculum design*, ESL& Applied Linguistics Professional Series, Routledge
- Nawshin,F.(2009). *Problems in Teaching Speaking in Traditional ESL Classroom*, Bangladesh: Brac university
- Nofriyani, et al, *Teaching Speaking through the meaning focused method*, online html: ejurnal.bunghatta.ac.id
- <http://socialresearchmethods.net/tutorial/Colosi/1colosi2.htm>
- Sa'adah, I, *using Role Play in Teaching English: Focus on the Students Speaking Practice*. A thesis journal of IAIN SunanAmpel 2009. (Retrieved on 25 February 2016)
- Sapsford, R and Victor J. (2006). *Data collection and Analysis Second edition*, London: SAGE Published, Ur,Penny, “ *A Course in Language Teaching Trainee Book*, Cambridge: Cambridge, University Press, 1999.
- VodellEdwar L. and Asher, J. W. (1983). *Educational research*, second edition, New Jersey: Merrill of prentice Hall
- Wallace,T, dkk, *International Academic of Education, Teaching Listening, Speaking, and writing*.
- Wallwork, J.F., *language and People*, London: Heinemann Educational Books.
- Widiati, U and Bambang Y. (2006). *The Teaching of EFL Speaking in the Indonesian Context: The State of the Art*

Wright, A. *Storytelling with Children*, Oxford: Oxford University Press

